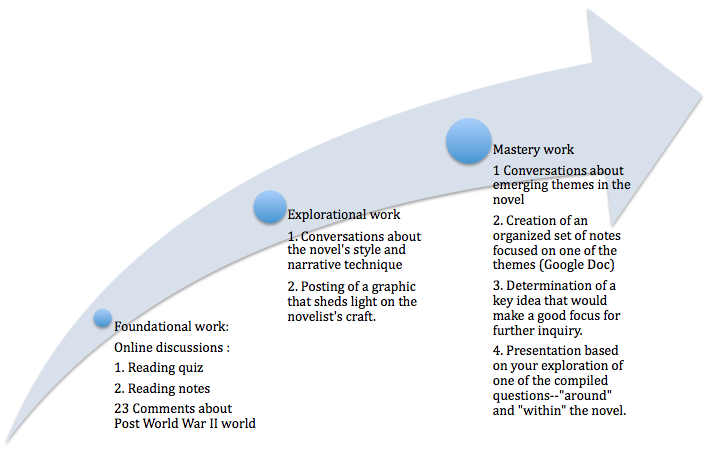
**Focus on Inquiry Unit Plan: IB English A1 World Literature**

***The Lost Honor of Katharina Blum***

**After a series of background and process-based activities, where students engage in guided learning in each phase of the inquiry process, they are released into the less obviously supported challenge of the culminating activity, where they engage in a collaborative inquiry resulting in a presentation.**

**Culminating Task:**

In a group of up to five students, students create a presentation that synthesizes what they have learned through their reading, discussions and two mini-inquiry research studies “within” and/or “around” *The Lost Honor of Katharina Blum.*  The presentation may be creative or analytical.



**Overview:**

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| --- | --- | --- | --- | --- |
| **Phase** | **Time** | **Strategies** | **Resources** | **Supporting Others** |
| **Reflecting on the Process**  a. understanding that inquiry is a personal learning process  b. understanding that the inquiry process is transferable to other learning situations  c. developing metacognitive skills – thinking about thinking and thinking about feeling  d. developing strategies for monitoring and enhancing their thinking and feelings | September 13  - 80-minute class -formal orientation to course and course inquiry processes for students and parents.  Reflecting is also threaded throughout the novel study through students’ Discussion Forum postings (compulsory) and blog postings (optional) | In a face-to-face class on the evening of September 13, prepare for our online study of the novel by reviewing and discussing some of the things students have learned in their introductory web awareness activity (first week of September) (<http://lillianosborne.ning.com>):  1. What did you contribute to the discussion groups?  2. What did you learn from the conversations you had with others…   * about how you learn? * about how you look for resources? * about how you can support others in their learning? * about how we can best make use of this online space to support our own inquiries/work?   3. What recommendations would you give your classmates to help them in working in this online space?  Metacognition is central to the ELA Program of Studies and to the IB Learner Profile. Throughout the whole evolving unit, students are continually asked to explain their inferences, and to address the overarching question of, “How do I know what I know?”  On the wiki, the inquiry framework is presented to students and their parents right up front, along with a short explanation attuning them to Kuhlthau’s research abouthow feelings come into play at critical moments in that process, the inquiry wheel diagram, and a diagram indicating how our assignments in this unit build upon each other to grow skills in critical thinking.  One important strategy for maximizing focused thinking and minimizing angst among students is to have a well-structured course in place with clear lines of communication established from the start:  In our introductory face-to-face class, students will be taken through this unit plan document, so they can see the rationale behind our novel study structure.  Students will also be given a thorough tour of the three course websites, and an explanation of the function of each site.  A buddy system will be set up so students in the face-to-face classes are linked in small groups with the online students, to facilitate communication and confidence (see support  column).  Students will be given a handout that graphs the timeline for assignment completion. The purpose of this handout is both to provide structure and to show the significance of using a graphical interface over a textual one on occasion.  Students and their parents will be oriented to online databases accessible through Edmonton Public Schools and Edmonton Public Library | <http://lillianosborne.ning.com>  The questions discussed will be projected on the SMART Board, and recorded responses will be saved and posted to the class website, as a reminder to students of what a successful online student looks like, as the course evolves.  Metacognition resources - Students are also taking a Theory of Knowledge course, which examines and practices metacognition throughout. Their English studies in their regular IB English classes integrate a focus on metacognition. In this World Lit course, we will take metacognition one step further, to examine how a person’s cultural milieu influences how they interpret the world around them: how do they know what they know in a world steeped in faulty logic, for example? This is the kind of offline/online conversation we can have using the teacher as a resource.  Our 3 World Lit websites, created specifically to support learning in this course: <http://lillianosborne.ning.com>  <http://losthonorofkatharinablum.wikispaces.com>  <https://sites.google.com/a/share.epsb.ca/loworldliterature/>  Inquiry Framework resource on wiki: <http://losthonorofkatharinablum.wikispaces.com/Inquiry+Framework>  The learning journal rubric is posted on the class website as well as on the Assessment page of the wikispace: <http://losthonorofkatharinablum.wikispaces.com/Assessment> .   Direct link to learning journal rubric: <http://losthonorofkatharinablum.wikispaces.com/file/view/Learning+Journal+Rubric.pdf> | Students – our collaborative brainstorming about process will be posted on the website.  Students are invited to ask questions of me directly, or of the group through the Discussion Forum, where I will also participate each evening.  Parents – the letter to parents explains to them the structure of our 3 websites and provides advice on how they can support their son/daughter through the process of online learning. It is critical to have parents on-side as we move forward into an innovative kind of blended learning instruction in this course.  All 100 students and their parents are invited to attend the September 13 information and orientation evening.  Students and parents will be provided with a course timeline via the wiki.  Parents – parents will also be invited to register themselves on the wiki, so that they can receive email updates or rss feeds of page updates, if desired. The intent is that by familiarizing parents with the use of emerging tools, they will be better able to support their students using those tools.  The combination of online and face-to-face interactions allows for creative groupings. 35 students taking the course in scheduled class time will each be paired with approximately 2 other online students, as study buddies and as communication go-betweens when required. All students will benefit from the blended learning flexibility.  Re: Assessment (as supportive)  The online discussion forum provides a venue for continuing reflection through each stage of the inquiry process.  Students’ previous work in the “Building a culture of inquiry” assignment, where they examine school culture within the broader culture of our online selves, has given them exposure to the inquiry process and has developed understanding that this process can transfer to other situations.  Students will receive a mark for their participation on the discussion forum and/or their maintaining of a reflective reading journal on a blog. Metacognition is a central focus of this unit, as to understand the novel well, students must address the question of, “How do I know what I know?”  Support through learning process –   * [see learning journal rubric](http://losthonorofkatharinablum.wikispaces.com/file/view/Learning+Journal+Rubric.pdf) * [see Reading support](http://losthonorofkatharinablum.wikispaces.com/Reading+Support) |
| **Planning**  **Planning for culminating Themes activity (hereafter in bold type)**  **a. building background knowledge for culminating topic through two mini-inquiries**  i. Mini-inquiry #1  a. Planning  b. Retrieving  c. Processing  d. Creating  e. Sharing  f. Evaluating  ii. Mini-inquiry #2  a. Planning  b. Retrieving  c. Processing  d. Creating  e. Sharing  f. Evaluating    **Themes assignment**  **a. building background knowledge (already detailed above in the information re: mini-inquiries)**    **b. establishing topic of interest**  **c. developing a good question**  **d. identifying information sources**  **e. identifying audience and sharing format options**  **f. establishing assessment criteria for both product and process**  **g. reflecting on the process**  **h. Outlining a plan for inquiry** | Macro level exploration  Sept. 13-17  Approx. 2 hours’ *independent* work.  Micro level exploration  Sept. 27 – Oct. 1  Approx. 2 hours’ *group* work.  September 20 – October 18  Sept. 20-28  (approximately 2 hours for each group member)  September 29  October 2-6 (approximately 2 hours per student)  October 7-18 (times will vary – could take a full day on the weekend) | Regarding the World Lit novel unit, there are two kinds of background knowledge required for students to be best prepared for their culminating presentation:   1. macro level: Students must have a sense of the political and cultural context of the novel in order to completely understand its intent and notoriety. 2. micro level: Students must have a good understanding of the novel itself – plot, characters, motifs, themes, etc. – in order to be able to assemble meaningful topics for their culminating collaborative inquiry.   The **Themes assignment** culminating presentation challenges students to draw from both types of learning to respond to topics that synthesize the two.  Strategy for novel study “macro level” exploration: Mini-inquiry to build background knowledge about **Post World War II Europe**   * Students build background knowledge through increasingly independent activities through each of our three novel studies. This first novel study is the most guided study. In this mini-inquiry, students are provided with topics/questions on the wiki, the exploration of which will help form background knowledge for appreciation of the political and cultural aspects of the novel. Students explore areas that interest them (choosing from topics), using information search strategies outlined in the September 13 orientation (same week as this assignment), and share significant information retrieved in the discussion forum, along with an explanation of sources used. The topics/assignment is posted here: <http://losthonorofkatharinablum.wikispaces.com/Post-World-War-II+Europe>  re: inquiry – this exercise provides the topics, but not the specific resources that students need to complete their inquiry, beyond a few general resources indicated on our school Diigo group, here: <http://groups.diigo.com/group/lillian-osborne> * Here, they are provided with topics relating to the general context of the novel as written and set in Post-World-War II culture: * Topics focus on: * Heinrich Boll (author of novel) * the Baader-Meinhof Gang * the climate and context of 70s - in Germany and elsewhere * How did life change for people after the Cold War? * West Germany, East Germany, and the Berlin Wall * [faulty logic](https://www.msu.edu/%7Ejdowell/135/FaultyLogic.html) * Potential starter information sources are provided through the school’s page on Diigo; research strategies to support students exploring databases will be outlined at September 19 information night; their audience is themselves, in the Discussion Forum, so all their work will be shared; assessment criteria is provided (see resources – learning journal rubric), and they reflect on the process as well as content in their online discussions.   Assessment – this section will not be assessed directly, apart from as part of the larger learning journal ideas and reflections assessment, but the knowledge students learn from this study will inform their reading of the novel and most likely carry over into their determination and discussion of key ideas in the Themes section of the assignment (see Retrieving section, below). All this information is “Background Knowledge” informing directions of where their culminating presentation may take them.  Strategy for novel study “micro level” exploration – **micro level reading and analysis of ideas and style of novel** – all of which need to be clearly in place as background knowledge for culminating presentation   * this strategy takes students recursively through the Inquiry process, this time with less obvious hand-holding (Harvey and Daniels, 2009). This whole mini-inquiry is a subset of the developing background knowledge for the culminating Themes presentation activity. * Background knowledge is built through reading the novel, making annotations, recording reflective notes offline (see student support) and online, participating in discussions on forum and optional blogging activity. * Topics are provided, but all require tracing of ideas or techniques through the novel to retrieve patterns of information that can be analyzed and synthesized. Topics relate to structure, character development, plot timeline, villains and heroes, and character assassination through exercise of faulty logic. * The “devise question” and “identifying information sources” part of the Inquiry Process are less important in this activity, as this activity is focused on students constructing a good micro level background that will shape their next steps in the Themes activity. i.e. what they find is all derived from working directly with the novel’s text. * Audience is each other, the teacher, and the world, as the graphical representations will be published on the wiki. * Assessment is of process (discussion forum) and product (graphical representation of synthesis of findings).   - Reflecting on the process continues to be documented in the discussion forum.  **Themes assignment – this assignment builds upon the first two assignments and is the entry point for the culminating activity (to which the work to this has been cultivating a rich background understanding). See** [**http://losthonorofkatharinablum.wikispaces.com/Themes**](http://losthonorofkatharinablum.wikispaces.com/Themes)   1. The first two mini-inquiries built background knowledge for this major themes assignment. In addition, students spend Week 1 only focused on reading the novel, annotating, and sharing emergent ideas on the Discussion forum. Once the Themes assignment begins in Week 2, they are shifting into concurrent research for the two mini-inquiries above, thus intentionally growing background information AND developing online conversations about themes at the same time, consequently consolidating learning through sharing, and then immediately building upon that learning. 2. As they read, students identify topics and decide which ones are of most interest to them. All ideas are brainstormed on a page in the Discussion Forum: <http://lillianosborne.ning.com/forum/topics/the-lost-honor-of-katharina>  * To refine their topics of interest into ones that they will explore *in depth* for their final presentations, they will work in groups to develop richly-supported and considered notes on each of the major themes that arise from their initial identification of topics. * To do this, starting on September 29, I will survey their brainstormed ideas and from those identify 10 main topics for them to explore in their assigned groups on Google Docs. The documents are already created and accessible from here – titles will be updated as topics are identified: <http://losthonorofkatharinablum.wikispaces.com/Themes> * Students will be encouraged to explore secondary sources (literary articles) to expand their insights beyond what they have already derived from their contextual research, text analysis, and class discussion. * Once they have compiled list of ideas, supporting details, and commentary on the Google Doc, above, students read over the comments provided by other groups, (all visible while in progress). Up to this point, the audience has been each other and myself (teacher). All work is shared on the Discussion Forum and wiki. * As they pull all of their inputs together, each student now identifies **one unique observation AND one question that relates to that observation,** which is then posted on the Discussion Forum, [here](http://lillianosborne.ning.com/forum/topics/themesmotifs-in-the-lost-honor). This will become a topic starter for the final presentation. * Students will be formatively assessed on the quality of their topics submitted on the Discussion Forum, through feedback from me. * Assessment processes are outlined on the wiki here: <http://losthonorofkatharinablum.wikispaces.com/Assessment>   ***Please Note:*** Up to this point, all work has led up to the development of good topic questions. The advantage of the students working through this process to create these questions is that they have now internalized huge amounts of information, which they have needed to assimilate, analyze, and synthesize simply to get to this point. The next steps of the Inquiry Process, as students move into building their presentations, should progress more easily, because they have already journeyed this path. Reflection has become a necessary component for them, as it is through reflection now, both actively in the moment and retrospectively, through reviewing their collaborative work in the Discussion Forum and on the Google Docs, that they will glean the best way to structure and build their presentations.   * Students confirm their group members, topics, and presentation format with me by sending me a half-page Statement of Intent via email by October 7. Topics are selected from the student-created list posted October 6 in the Discussion Forum. Format is a presentation, but apart from that the style requirements are flexible: e.g. If a group wants to present on character assassination in modern times, but demonstrates a deep understanding of Boll’s content and craft within their own creative response, that will be fine. * I then confirm the topic, and students have 10 days to complete the presentation. | Websites and  Discussion groups: The Background Knowledge section of our wiki is located at <http://losthonorofkatharinablum.wikispaces.com/Post-World-War-II+Europe> . It includes a selection of topics for students to research and post findings in the Discussion Forum. It also includes direct links to faulty logic resources.Discussion threads where students will post and comment upon their learning in this area are listed under the “Explore the world of the novel” headings at <http://lillianosborne.ning.com/forum/categories/the-lost-honour-of-katharina/listForCategory>Additional supporting resources, including novel background and reviews, reference about faulty logic, and historical background material are being collected here: <http://groups.diigo.com/group/lillian-osborne> See also the planning process support here: [Planning sheet from the Focus on Inquiry document - Go to Appendix H. Inquiry Research Project: Questions to Be Answered, p. 98](http://education.alberta.ca/media/313361/focusoninquiry.pdf)  Boll, H. (1994). *The Lost Honor of Katharina Blum.* London: Penguin Classics.  Reading strategies – support will be provided through [Discussion Forum conversations](http://lillianosborne.ning.com/forum/topics/the-lost-honor-of-katharina),  access to [blogs,](http://lillianosborne.ning.com/profiles/blog/list) emergent links tagged in [Diigo](http://groups.diigo.com/group/lillian-osborne), peer conversations, one-on-one interviews with me, and Reading Support provided directly on the wiki: <http://losthonorofkatharinablum.wikispaces.com/Reading+Support>  List of topics:  <http://losthonorofkatharinablum.wikispaces.com/The+function+of+narrative+and+the+craft+of+story-telling>  [**http://losthonorofkatharinablum.wikispaces.com/Themes**](http://losthonorofkatharinablum.wikispaces.com/Themes)  <http://groups.diigo.com/group/lillian-osborne>  <http://lillianosborne.ning.com/forum/topics/the-lost-honor-of-katharina>  <http://losthonorofkatharinablum.wikispaces.com/Themes>  <http://losthonorofkatharinablum.wikispaces.com/Assessment>  [Planning sheet from the Focus on Inquiry document - Go to Appendix H. Inquiry Research Project: Questions to Be Answered, p. 98](http://education.alberta.ca/media/313361/focusoninquiry.pdf) | On the wiki page focused on Post World War II Europe, students are challenged to research by looking for resources online and by contacting their parents or others they know who can provide them with insight into life after the Cold War, life in Germany (East and West Germany), etc. (See topics on the assignment page:: <http://losthonorofkatharinablum.wikispaces.com/Post-World-War-II+Europe>  They are supported through websites listed in Diigo and through conversations in the Discussion Forum.  They are also supported through their parents and other contacts, who not only can provide them with contextual information for the project, but, more importantly, are brought onside to demonstrate their role as stakeholders in education, paving the way for their further involvement as mentors and connectors to other human resources/experts later on. (i.e. building a growing web of “6 degrees of separation” human resource contacts to support studies).  Parents are themselves supported in this activity through the website postings, letter, and September 13 evening orientation session.  Students’ initial research re: context can be framed with this supporting process document, which assists students in determining how to approach their topic:  [Planning sheet from the Focus on Inquiry document - Go to Appendix H. Inquiry Research Project: Questions to Be Answered, p. 98](http://education.alberta.ca/media/313361/focusoninquiry.pdf)  Students and parents are supported through search, retrieval and resource management at the September 13 information evening.  Reading strategies – support will be provided through [Discussion Forum conversations](http://lillianosborne.ning.com/forum/topics/the-lost-honor-of-katharina),  access to [blogs,](http://lillianosborne.ning.com/profiles/blog/list) emergent links tagged in [Diigo](http://groups.diigo.com/group/lillian-osborne), peer conversations, one-on-one interviews with me, and Reading Support provided directly on the wiki: <http://losthonorofkatharinablum.wikispaces.com/Reading+Support>  Reflection-Pause graphic organizer supports students at different stages of their reading. <http://losthonorofkatharinablum.wikispaces.com/file/view/Learning+Journal+Rubric.pdf>  Students are expected to be online for at least 20 minutes each evening; I will also be online to answer emergent questions.      The primary support documentation for students in this culminating project is the co-construction knowledge postings and resources that they have built themselves in the two mini-inquiries. They can access all conversations relating to the novel through the [Discussion Forum](http://lillianosborne.ning.com/forum/categories/the-lost-honour-of-katharina/listForCategory) and posted graphical responses to the text on the [wiki.](http://losthonorofkatharinablum.wikispaces.com/The+function+of+narrative+and+the+craft+of+story-telling)  Identification and retrieval of secondary sources will be reviewed each time we reach a “retrieval” section of the inquiry process. The initial database mini-lesson will be at the early Sept. 13 meeting, to also support parents in demonstrating how they can help students in more sophisticated searching; this search process will be reviewed online through e-Class as required.  I also plan to compile a “How to search” video podcast (using Camtasia to capture screencast and audio) that can be hosted on our school library site, and embedded within the [Inquiry Framework](http://losthonorofkatharinablum.wikispaces.com/Inquiry+Framework) page of the wiki.  Google Doc collaborative brainstorming is viewable to all; students will be supported through the research process including being taught directly about how to avoid unintentional plagiarism. See: <http://www.netknowhow.ca/NKHPLoverview.html>  Support for students is provided:   * face-to-face by myself at school * by other students in the Discussion Forum * through the website, where it details ways to come up with ideas in this conversation <http://losthonorofkatharinablum.wikispaces.com/Themes> * through my own teacher participation in the Discussion Forum each evening of the week of Sept. 20-28, as outlined on the website. * Students have access to Google Chat through the portal, and to E-class, so our conversations as students refine topics can occur both asynchronously and synchronously.   Leading up to students submitting Statements of Intent, I will communicate “just-in-time” the wide range of ways they can approach this presentation. As they will then have an excellent sense of the novel, they should be able to come up with creative responses that demonstrate knowledge beyond traditional essay format. The more creatively they respond, the more comfortable I will be with my not steering them too closely in their interpretations. This is a strict concern of the IB Organization – students must not have these novels “taught” to them; rather, they are to figure them out for themselves, with teacher as facilitator, rather than “expert”. |
| **Retrieving**  **a. developing an information retrieval plan**  **b. locating and collecting resources**  **c. selecting relevant information**  **d. evaluating resources**  **e. reviewing and revising the plan for inquiry**  **f. reflecting on the process** |  | Students have retrieved, organized and processed much information in the Building Background Knowledge section of this task. As they work on building their presentation, they will need, once again, to practice retrieval skills:   * The discussion threads in the Forum provide a community’s worth of ideas * Google Docs detailed notes and analyses are all live for all to review * Diigo links will be more specific as more links are added over time   Students will still require support accessing resources from online databases, so a recap mini-lesson demonstrating how to search the Gale databases through EPSB’s MyLibrary and other databases through EPL will support students in strengthening their background knowledge further within light of their specific topic focused upon now.  Students will be provided with an assignment sheet specifically for this assignment. This sheet will contain a checklist so students can self-assess their journey through the retrieval and processing steps of the inquiry. (to be completed)  Students will be expected to be able to evaluate resources. As students work through this process that first week of October, a mini-lesson will review how to identify how reliable and relevant a resource it. We will review a selection of 6 Internet sites through an e-Class discussion and discuss what to look for in determining their authenticity, quality and usefulness. (Sites will include inappropriate sites that appear as legitimate ones, such as the martinlutherking.org site – a search on Martin Luther King also brings up his Nobel Prize biography, a nice complement to the Nobel Prize site for Heinrich Boll.)  Students will be reminded to review and revise presentation plan as each contributor adds to the conversation.  As students work on this assignment, the postings in the Discussion Forum will become more informal. Checkpoint questions and answers based on the emergent phases of the inquiry process will assist in monitoring students’ sense of the evolving process, intellectually and affectively. Throughout the whole process, students are required to continue to spend 20 minutes per evening involved on the website; this helps maintain community and provides documentation for the school re: hours of instructional time.  *Extension*: This variation on a “nudging strategy” identified by Fontichiaro (2009) may serve us well here: she suggests a camera set up on a tripod can be used to capture student reflections through the investigative stages of inquiry. The variation would be for students to simply record the commentary using a webcam, posting their files privately or publicly, as they wish. | Class-created resources are now more refined:   * [discussion threads provide a community’s worth of  ideas](http://lillianosborne.ning.com/forum/categories/the-lost-honour-of-katharina/listForCategory) * [Google Docs detailed notes and analyses are all live for all to review](https://docs.google.com/document/edit?id=1KGzD5d7P70wA8GcwKzXE-iK9vYNWCaFyesUmbhjyFkE&hl=en&authkey=COHFhKkP) * [Diigo links will be more specific as more links are added over time](http://groups.diigo.com/group/lillian-osborne)   Other related wiki links:  <http://losthonorofkatharinablum.wikispaces.com/Inquiry+Framework>  <http://losthonorofkatharinablum.wikispaces.com/Themes>   * webcam * “confessional” camera on tripod in library | Students will still require support accessing resources from online databases, so a recap mini-lesson demonstrating how to search the Gale databases through EPSB’s MyLibrary and other databases through EPL will support students in strengthening their background knowledge further within the context of their current topic.  Web search support for students:  [Media Awareness. How to search the Internet effectively](http://www.media-awareness.ca/english/resources/special_initiatives/wa_resources/wa_teachers/tipsheets/search_internet_effectively.cfm).  Video podcast of “Searching at Lillian Osborne” will be embedded on wiki.  Students will be provided with a retrieval and processing checklist.  Students will be encouraged to use this [process sheet from the Focus on Inquiry document - Go to Appendix K. Determining the Reliability and Relevance of Resources, p. 101](http://education.alberta.ca/media/313361/focusoninquiry.pdf)  Students have been supported through the “selecting relevant information” section through their practice in the mini-inquiries in the Planning stage of this unit.  Support for senior high students in Evaluating Websites is on 2Learn.ca here: <http://www.netknowhow.ca/div4netcheck.html>  [This process sheet from the Focus on Inquiry document - Go to Appendix M. Clarify and Refocus, p. 103](http://education.alberta.ca/media/313361/focusoninquiry.pdf) will help students gauge whether their research is progressing in the best direction, and, if need appears, help them get research back on track. |
| **Processing**  **a. establishing a focus for inquiry**  **b. choosing pertinent information**  **c. recording information**  **d. making connections and inferences**  **e. locating more information**  **f. reviewing and revising the plan for inquiry**  **g. reflecting on process** |  | Processing the information retrieved will challenge students working collaboratively at a distance. To minimize negative emotions (Kuhlthau) and maximize students’ connecting in Vgotsky’s “zone of proximal devolopment”, students will be required to spend structured time working before or after school, at lunchtime, and/or on weekends working face-to-face in building the plan, choosing pertinent information, recording it in electronic form, drawing inferences, synthesizing ideas and determining next steps. This work is to occur in the library so that I can monitor their process, providing at-hand “nudging” (Fontichiaro, 2009).  Students will be encouraged to take notes on Google Docs, this time creating their own docunents from within the Edmonton Public portal.  Working collaboratively enables them to hear more opinions, thus scaffolding their conversation to better make connections and inferences (Fontichiaro, 2009); working together will also help them in revisioning work as need be and managing who does what as they divide up tasks.  Reflection continues through checks at school and continuing Discussion Forum conversations. | * [discussion threads provide a community’s worth of  ideas](http://lillianosborne.ning.com/forum/categories/the-lost-honour-of-katharina/listForCategory), all co-constructed by the same students in their initial development of background knowledge * [Google Docs detailed notes and analyses are all live for all to review](https://docs.google.com/document/edit?id=1KGzD5d7P70wA8GcwKzXE-iK9vYNWCaFyesUmbhjyFkE&hl=en&authkey=COHFhKkP) * [Diigo links will be more specific as more links are added over time](http://groups.diigo.com/group/lillian-osborne)   [Discussion Forum](http://lillianosborne.ning.com/forum/categories/the-lost-honour-of-katharina/listForCategory) | Most students have used Google Docs for collaborative work before, so will be able to support their peers as they learn to use this tool.  I am available to provide tech support in the library.  Sample documents are posted on the website already to provide a vision for students of what it will be like to work with the document.  As the actual time to work on the assignment approaches, I will approach key students to begin to build one of the documents, to provide a model for others who might have trouble visualizing what they are doing.  A look at Google Docs will be included in the September 13 evening orientation for students and parents. |
| **Creating**  **a. organizing information**  **b. creating a product (creating new knowledge)**  **c. thinking about the audience**  **d. revising and editing (remixing and reworking)**  **e. reviewing and revising the plan for inquiry**  **f. reflecting on the process** |  | - Students create presentations that synthesize ideas “around” and “within” the novel. Their work will synthesize ideas to show their continuing relevance.  - Their presentations may be creative or analytical. The format may be slides or other media (e.g. a video).  - Presentations must be under 10 minutes in length.  - topic and format must have been preapproved by me after October 7 Statement of Intent submission. (interview checkpoint)  - presentation content is organized by students as best suits their own “authorial intent”  As presentations may potentially shift in focus, students will be able to shift their intentions as originally stated in their Statement of Intent. This process will be detailed in the Discussion Forum, so all can benefit from viewing this pattern of evolution.  Reflecting on the process in chats and discussion forum postings continues. | Tools:   * PowerPoint * Keynote * iMovie or other * Prezi * Flash video .flv or interactive .swf * SMART Notebook   Supporting websites indentified on Diigo resource list. | Students will be provided with a presentation handout that includes a detailed description of the assignment and process steps. It will be reinforced that at this stage of their studies, they need to be exhibiting an understanding of how their own stylistic choices contributes to the impact of the whole. Our novel study is a good model for them.  Supporting websites on the topics of design and tips for the use of common presentations tools will be added to our Diigo resources. |
| **Sharing**  **a. communicating with the audience**  **b. presenting new understandings**  **c. demonstrating appropriate audience behaviour** |  | Sharing occurs in three stages:   1. Students present presentations to peers in evening Salon presentations in early November. Presenters and audience behave appropriately. 2. Students share presentations on the website. 3. Students from another high school studying the same novel are asked to review the presentations and provide feedback and a thoughtful question based on the presentation. (This is set up already. We will be working with the 20 IB English class at Jasper Place High School.)   The intent is that a variety of products created will be hosted on the *Lost Honor of Katharina Blum* wiki as a resource archived for students everywhere. Students who are reticent about their work being posted may disallow posting of their work. Students who prefer not to post will solicit feedback from students attending their actual evening presentation. I look forward to comparing the types of responses from the known and in-person reviewers compared to the unknown, online reviewers. | The Gallery page on the wiki contains an embed video widgit. Student presentations can be hosted within the EPSB Portal (or on YouTube or SlideShare), and then embedded right on the Gallery page. | We have several students who are adepts at working with various video formats, and students will be able to draw from the expertise of their peers to post their completed presentations.  They will also be able to stop by and review process with me in the library. |
| **Evaluating**  **a. evaluating the process**  **b. evaluating the inquiry process and inquiry plan**  **c. reviewing and revising personal inquiry model**  **d. transferring learning to new situations/ beyond school** |  | * Assessment of the presentations will be summative, from the actual Salon presentations held in the evening (product and presentation skills). * Reflection on the process *and* evaluation of the process will be through a review of the student submission of the [“Reflecting on the Inquiry and Presentation” document from Appendix R of Focus on Inquiry](http://education.alberta.ca/media/313361/focusoninquiry.pdf). * The two final topics posted on the discussion board will ask students to review the process of the kinds of interactions we have been engaged in. The learning they have gained in terms of how to read a novel and how to study in a blended learning environment is important to document as we move forward in these new areas, transferring learning in both areas to new situations. * At the end of subsequent novel units, students will be asked similar questions in the Discussion Forum, so we can track their shift (if it happens) in attitudes over the course of their blended studies. * Questions will include the similar ones to those asked previously:  1. How would you assess your contributions to the discussion groups? 2. What did you learn from the conversations you had with others…  * about how you learn? * about how you look for resources? * about how you can support others in their learning? * about how we can best make use of this online space to support our own inquiries/work?  1. What recommendations would you give your classmates to help them in working in this online space?   To conclude the unit with an extension to further inquiry, students will also be asked to identify what they would like to learn more about, relating to the novel study. Feedback will be used to inform next steps. For example, either for this novel, or for another of our three World Lit novels, this would be the time to identify key figures in the field, whether historians, literary critics, or others who could shed more light on the novel for us, and/or provide us with additional feedback on our resources. Our class would then contact such experts re: input and extension opportunities for our work via a visit, if they are nearby, or via video conferencing in our library.  Students will have continuing access to the class compilation for support during their further novel studies and eventual independent generation of their World Lit Paper One assignment topic. | [“Reflecting on the Inquiry and Presentation” document from Appendix R of Focus on Inquiry](http://education.alberta.ca/media/313361/focusoninquiry.pdf).  Google Forms process survey questions posted on the Discussion Forum.  Student reflections posted on Discussion Forum. | Students ideally will realize through this novel study that collaboration sets the stage for their maximizing the amount of growth they can achieve.  With peer and teacher support available continually through the day and into the evenings, they will be able to explore literature in much less isolated way than they would in a more traditional online correspondence-type class. The time-stamped challenges of working together to construct knowledge within three distinctive yet related activities will, I hope, provide them with the expertise and confidence to take risks necessary to further their growth as our studies proceed to the next novel unit.  Students would be completely in charge of whether they would like to engage in this optional extension activity. As we build a culture of inquirers (IB learner profile) at Lillian Osborne, we must continue to provide opportunities for students to “opt in” to innovative excellent learning experiences, with the best preparation beforehand so that can reap the most out of those experiences. |